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ABSTRACT

This report provides a description of federal education programs for children with disabilities and the important needs that are met by funding each one. It considers the budgetary impact on each program if Congress appropriates the funding level recommended for Fiscal Year (FY) 1995 and funding recommendations of the Council for Exceptional Children (CEC). A budget overview notes that the Clinton Administration has requested an overall increase in the Department of Education program budget of 7 percent, for a total of $26.1 billion. A table shows FY 1994 appropriations, FY 1995 authorizations, FY 1995 administration requests, and CEC recommendations for various federal programs. A chart shows changes from 1976 to 1991 in the distribution of specific disabilities for children ages 6-21. Specific programs are then described, including programs for gifted and talented children, programs provided under Chapter 1 of the Hawkins-Stafford School Improvement Amendments of 1988, and programs authorized by the Individuals with Disabilities Education Act (IDEA). IDEA programs include: State and Local Grant Program, Preschool Grants program, Early Intervention Program, Deaf-Blind Programs and Services, Regional Resource Centers, Programs for Children with Severe Disabilities, Early Childhood Education, Programs for Children and Youth with Serious Emotional Disturbances, Postsecondary Education Programs, Secondary Education and Transitional Services, Innovation and Development, Special Education Technology, Educational Media and Captioning Services, Special Education Personnel Development, Clearinghouses, and Evaluation and Program Information. (JDD)

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FISCAL YEAR 1995

# FEDERAL OUTLOOK FOR EXCEPTIONAL CHILDREN

BUDGET CONSIDERATIONS
AND CEC RECOMMENDATIONS

JUNE 1, 1994

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Department of Public Policy
The Council for Exceptional Children

FISCAL YEAR 1995

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BUDGET CONSIDERATIONS
AND CEC RECOMMENDATIONS

JUNE 1, 1994

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Department of Public Policy
The Council for Exceptional Children

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# FOREWORD

The Council for Exceptional Children (CEC) is dedicated to securing the federal funding necessary to provide education services for children with exceptionalities. The programs authorized under the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act promise to support a wide array of services for children who have disabilities and gifted children. CEC believes it is imperative the federal government appropriate the funds it has already authorized in legislation.

Toward this end we have found it useful to provide Congress, the Administration, and the public with information on federal programs that address the education of children with exceptionalities. *FY 1995 Federal Outlook for Exceptional Children* provides a description of each of these education programs and the important needs that are met by funding each one. We include in each description the budgetary impact on the program if Congress appropriates the funding level recommended by President Clinton for fiscal year 1995. Finally, we have included CEC's funding recommendation to Congress for each program.

We hope that by providing this information we will assist people in understanding the critical nature of each of these education programs and the severe impact of budgetary decisions on the education of children with exceptionalities. It is also our hope that through knowledge of programs for exceptional children we will inspire increased advocacy efforts to expand and improve these vital services.

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# BUDGET OVERVIEW

We are now in the second year of an Administration that promised to focus on domestic needs. The FY 1995 budget request by President Clinton reflects both a renewed commitment to domestic discretionary programs and the impact of the severe budget constraints agreed to in the Budget Enforcement Act of 1990. With a mandated cap on congressional spending, it has been increasingly difficult to make significant investments in critical education programs.

For FY 1995, The Administration has proposed an overall increase in the Department of Education program budget of 7 percent for a total of $26.1 billion. This year's budget request reflects similar priorities found in last year's request. Chapter 1 services for disadvantaged students, Goals 2000, School to Work programs, and Drug-Free Schools are requested to be given large increases. The Clinton Administration has continued to request the elimination of several smaller education programs. In the FY 1995 budget, there are 36 education programs which the Administration has requested be eliminated. Among the programs targeted are six library programs, Dropout Prevention Demonstrations, and State Student Incentive Grants.

For programs under the Individuals with Disabilities Education Act, the Administration requests an overall increase of $186.5 million, or 6 percent, for a total of $3,295.2 million in FY 1995.

**IDEA Part B State Grants**

The Part B State grant program is requested to receive an increase of $120.5 million for FY 1995, or 5.6 percent, for a total of $2,270.2 million. Continuing with the process begun last year, the Administration requests the Chapter 1 State-Operated and Supported Schools program (P.L. 89-313) be folded into the Part B and Part H Early Intervention programs. Therefore, the Administration has requested that the $116.9 million appropriated for the P.L. 89-313 program for FY 1994 be divided, with 29 percent going into the Part H program ($34 million) and 71 percent going into the Part B program ($82.9

million). The total request for the Part B program with the P.L. 89-313 offset would be $2,353.0 million.

**Early Intervention**

A major Clinton Administration priority is early intervention. This priority is reflected in the large increases requested for the Part H Early Intervention program and the Preschool Grants program. Part H is requested to receive a 15 percent increase, or $38 million, for a total of $291.1 million. With the additional P.L. 89-313 offset of $34 million, the total for the Part H program would be $325.1 million for FY 1995. An increase of 8.3 percent, or $28 million, is requested for the Preschool Grants program for FY 1995.

**Special Purpose Funds**

The Clinton Administration requests a freeze of the special purpose funds at the FY 1994 level of $249.7 million for FY 1995. There are, however, some shifts in funding within this category. The Administration requests increases in the Severe Disabilities program (7.5 percent), the Secondary and Transitional Services program (9.1 percent), the Special Studies program (13 percent), and the Parent Training program (6.3 percent). The Administration requests cuts in the Innovation and Development program (-3.7 percent), the Media and Captioning Services program (-5.4 percent), and the IDEA Part D Professional Development program (-1.9 percent).

**Javits Gifted and Talented Students Education Program**

Coming out of a 4-year freeze, the Administration has requested that the Javits program receive an increase this year. The Administration has requested $10 million for FY 1995, an increase of $400,000 or 4.2 percent. While the increase is minor, it does signal the Administration's commitment to continuing programs for gifted and talented students.

While CEC appreciates the Administration's request for a continuation of incremental increases in special education programs, we also recognize the growing need for special education services. In IDEA, the Federal Government promises to contribute 40 percent of the average per pupil expenditure; the

President has requested a contribution of only 8 percent. CEC will continue to demand the full funding of Part B. It is only through a significant federal investment in programs for exceptional children that we can ensure that all children are receiving the education to which they are entitled.

For additional information, please contact:

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1920 Association Drive
Reston, VA 22091-1589

**Appropriations**
**Federal Programs for the Education of Exceptional Children**
**Fiscal Year 1995**
**(in millions)**

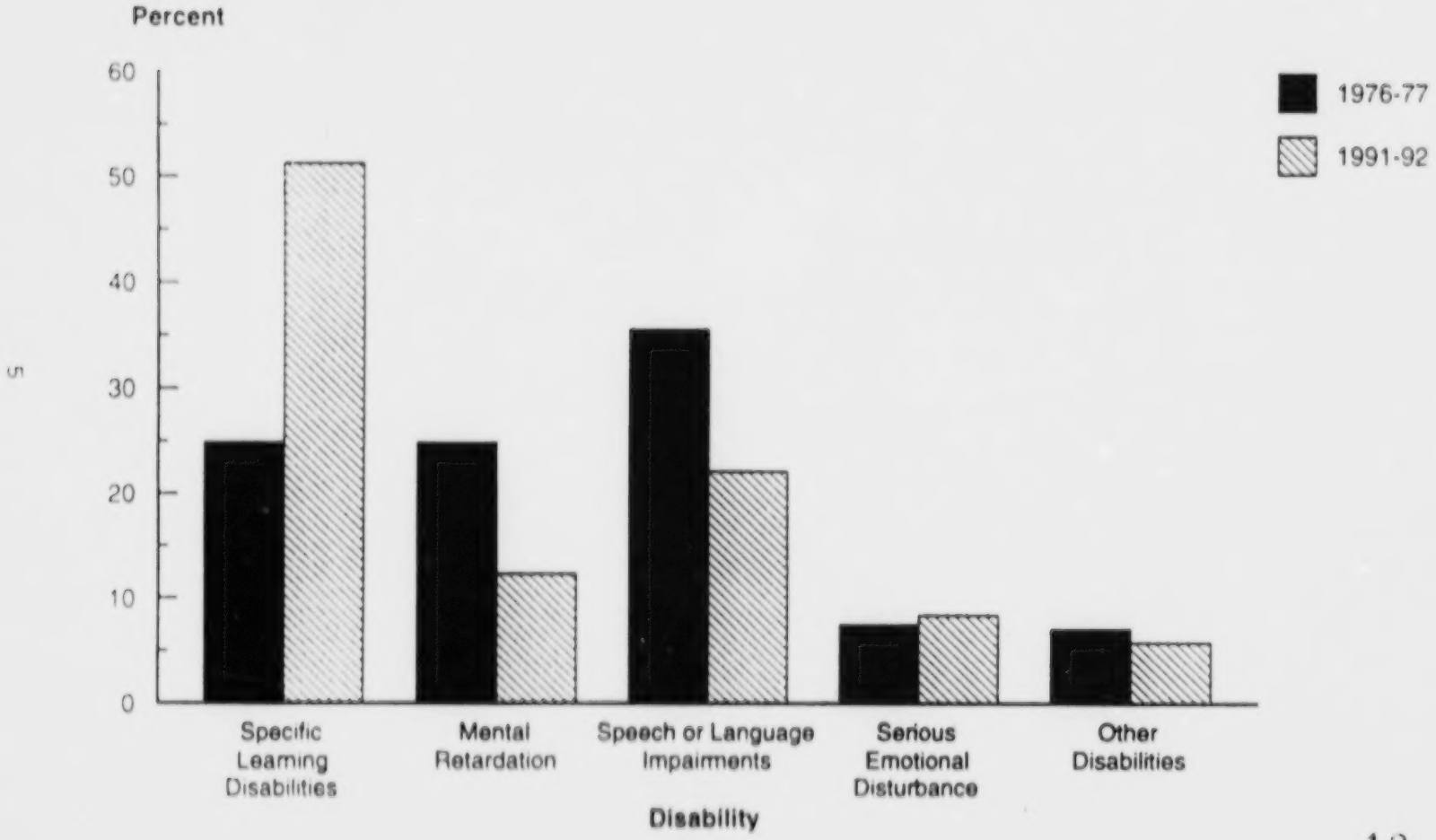
| Programs | FY 1994 Appropriation | FY 1995 Authorization | FY 1995 Admin. Request | CEC Recommendation |
|---|---|---|---|---|
| **Individuals with Disabilities Education Act** | | | | |
| • State and Local Grant Program (P.L. 94-142) | $ 2,149.69 | $ formula | $ 2,353.03[1] | $ 3,232.59 |
| • Preschool Grants | 339.26 | formula | 367.27 | 750.00 |
| • Early Intervention Program | 253.15 | "such sums" | 325.13[2] | 376.00 |
| • Deaf-Blind Programs | 12.83 | 29.20 | 12.83 | 29.20 |
| • Regional Resource Centers | 7.22 | 11.05 | 7.22 | 11.05 |
| • Severe Disabilities | 9.33 | 12.70 | 10.03 | 12.70 |
| • Early Childhood Education | 25.17 | 40.71 | 25.17 | 40.71 |
| • Emotional Disturbance Projects | 4.15 | 11.50 | 4.15 | 11.50 |
| • Postsecondary Ed. Programs | 8.84 | 11.93 | 8.84 | 11.93 |
| • Secondary Education and Transitional Services | 21.97 | 49.65 | 23.97 | 49.65 |
| • Innovation and Development | 20.64 | 33.20 | 19.89 | 33.20 |
| • Special Education Technology | 10.86 | 15.00 | 10.36 | 15.00 |
| • Media and Captioning Services | 18.64 | 26.60 | 17.64 | 26.60 |
| • Special Education Personnel Development | 91.34 | 123.76 | 89.59 | 123.76 |
| • Grants to HBCUs and other IHEs | | 25.62 | | 25.62 |
| • Parent Training | 12.74 | 17.60 | 13.54 | 17.60 |
| • Clearinghouses | 2.16 | 2.96 | 2.16 | 2.96 |
| • Evaluation and Program Info | 3.86 | 12.00 | 4.36 | 12.00 |
| **IDEA SubTotal** | **$ 2,991.84** | | | |
| **Chapter 1 (P.L. 89-313)** | | | | |
| • Children with Disabilities in State Operated Programs | $ 116.88 | formula | divided into IDEA Part B & H | -- |
| **Title IV B (P.L. 100-297)** | | | | |
| • Gifted and Talented Grants | $ 9.61 | 20.00 | 10.00 | 20.00 |

From: Department of Public Policy, The Council for Exceptional Children, June 1994

[1] includes $82.9 million offset from the P.L. 89-313 State-Operated program

[2] includes $34 million offset from the P.L. 89-313 State-Operated program

Changes in the Distribution of Specific Disabilities for Children Age 6-21 Served Under IDEA, Part B: School Years 1976-77 and 1991-92




Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

# EDUCATION OF GIFTED AND TALENTED CHILDREN

(The Jacob K. Javits
Gifted and Talented Students
Education Act of 1988)

# GIFTED AND TALENTED GRANTS

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $9.61 | $9.61 | $20.00 | $10.00 | $20.00 |

(in millions)

## Authorizing Provisions

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under Title IV, Part B, of P.L. 100-297, the Hawkins-Stafford School Improvement Amendments of 1988.

## Purpose

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is designed to encourage the expansion and improvement of educational opportunities for the nation's estimated 2.5 million gifted and talented children and youth, approximately half of whom presently receive no special services. The program places a priority on identifying and providing services to children who are not identified through traditional assessment methods, such as disadvantaged and limited English proficient gifted children.

## Who Receives Funding

State and local agencies, institutions of higher education, and public and private agencies and organizations may receive grants or contracts under the Javits program.

## Kinds of Activities Supported

The Javits program authorizes the funding of grants or contracts for (1) preservice and inservice training for personnel; (2) model projects and exemplary programs in identification and education, including summer programs and cooperative programs involving business, industry and education; (3) strengthening system capability for planning, operation and program improvement; (4) technical assistance and information dissemination; (5) research on methods and techniques for identification and teaching; and (6) program evaluation.

## Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | "such sums" | $7.9 | $9.9 |
| 1991 | "such sums" | $8.9 | $9.7 |
| 1992 | "such sums" | $9.7 | $9.7 |
| 1993 | "such sums" | $9.6 | $9.6 |
| 1994 | "such sums" | $9.6 | $9.6 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration proposes a 4.2 percent increase in funding for the Javits program, for a total of $10 million in FY 1995. The FY 1995 budget request is half of the authorized level for this important program. Funding to encourage gifted and talented education, especially for nontraditional populations, must be increased to encourage our gifted students to strive for their personal best in education.

### CEC Recommendations

As the only federal program designed to address the education of qifted and talented children, the Javits program fulfills an important role in meeting the needs of our students. We must be willing to provide all students with the services they need to receive a challenging and rewarding education. However, under the current funding level, the Department of Education can only fund five percent of the proposals it receives. With this in mind, the CEC urges the Congress to fully fund the Javits program and appropriate $20 million for FY 1995.

# INDIVIDUALS WITH DISABILITIES EDUCATION ACT

(Formerly Known as
The Education of the Handicapped Act)

# STATE AND LOCAL GRANT PROGRAM (P.L. 94-142)

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $2,052.73 | formula | $2,149.69 | $2,353.03* | $3,232.59 |

(in millions)

*includes $82.9 million offset from Chapter 1 Handicapped program (P.L. 89-313)

### Authorizing Provision

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199 the Education of the Handicapped Act of 1986, P.L. 99-457, and the Amendments of 1990, P.L. 101-476. Also known as Part B of the Individuals with Disabilities Education Act.

### Purpose

The Individuals with Disabilities Education Act state and local grant program (P.L. 94-142) is the central vehicle through which the federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

### Who Receives Funding

State education agencies and, through them, local education agencies receive funds. Each state's allocation is based on a relative count of children with disabilities being served within the state.

### Kinds of Activities Supported

Over 5 million children with disabilities nationwide, ages 3-21, are receiving special education and related services. For purposes of federal funding, students with disabilities include:

students with mental retardation; with speech, language, hearing and visual impairments; with serious emotional disturbances; with orthopedic impairments; with specific learning disabilities; with autism; with traumatic brain injury; and other students with multiple disabilities who require special education and related services.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $5,879.00 | $1,525.60 | $1,542.61 |
| 1991 | $6,980.00 | $1,615.10 | $1,845.20 |
| 1992 | $9,370.00 | $1,976.10 | $1,976.10 |
| 1993 | $9,370.00 | $2,073.30 | $2,052.73 |
| 1994 | $10,400.00 | $2,163.71 | $2,149.69 |

(in millions)

**Fiscal 1995 Funding Considerations**

The President has requested $2,353.0 million for FY 1995 for the Part B State and Local Grant program. The request appears to represent a large increase over the FY 1994 level. However, the Administration has requested $82.9 million be cut from the Chapter 1 Handicapped Program (P.L. 89-313) and shifted to the State and Local Grant program. Without the shift of funds, the increase to the State and Local Grant program is only 5.6 percent. The proposed funding level for the program would maintain the federal contribution to the education of children with disabilities to 8 percent of APPE, far below the 40 percent promised in P.L. 94-142.

**CEC Recommendation**

CEC recommends a $1 billion increase in the State and Local Grant program for a total of $3,232.6 million for FY 1995. The funding formula in P.L. 94-142 promises the federal government will provide funds equal to 40 percent of the national average per pupil expenditure (APPE) times the number of children being served. This promise has never been fulfilled; the highest

federal contribution to the program was a meager 12 percent of APPE, a level reached in the late 1970s. The Administration has proposed keeping the federal commitment to children with disabilities to only 8 percent of the APPE.

With many state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services desperately needed by students with disabilities. It is time the federal government fulfill its commitment to children with disabilities. An appropriation of $3.23 billion would restore the federal contribution to 12 percent of the APPE. Increasing the federal contribution to the APPE would represent an important reaffirmation of the federal commitment to meeting the needs of children with disabilities.

**PART B (P.L. 94-142) ALLOCATIONS TO THE STATES**
**FISCAL YEAR 1994**
**(SCHOOL YEAR 1993-94)**

| STATE | CHILDREN SERVED | ALLOCATION |
|---|---|---|
| National Totals | 4,885,436 | $ 2,052,729,728 |
| Alabama | 95,695 | 39,318,893 |
| Alaska | 13,936 | 5,725,985 |
| Arizona | 63,629 | 26,143,705 |
| Arkansas | 48,150 | 19,783,737 |
| California | 509,529 | 209,353,847 |
| Colorado | 59,602 | 24,489,103 |
| Connecticut | 68,032 | 27,952,797 |
| Delaware | 11,624 | 4,776,037 |
| District of Columbia | 2,300 | 945,018 |
| Florida | 254,559 | 104,592,488 |
| Georgia | 113,479 | 46,625,933 |
| Hawaii | 13,540 | 5,563,277 |
| Idaho | 22,104 | 9,082,030 |
| Illinois | 201,538 | 82,807,368 |
| Indiana | 115,684 | 47,531,918 |
| Iowa | 61,178 | 25,136,645 |
| Kansas | 45,954 | 18,881,451 |
| Kentucky | 79,003 | 32,460,531 |
| Louisiana | 77,822 | 31,975,285 |
| Maine | 28,003 | 11,505,794 |
| Maryland | 90,675 | 37,256,290 |
| Massachusetts | 136,804 | 56,209,644 |
| Michigan | 161,693 | 66,435,966 |
| Minnesota | 83,572 | 34,337,829 |
| Mississippi | 62,124 | 25,525,335 |
| Missouri | 105,979 | 43,544,354 |
| Montana | 18,379 | 7,551,512 |
| Nebraska | 36,109 | 14,836,365 |
| Nevada | 22,402 | 9,204,471 |
| New Hampshire | 20,515 | 8,429,146 |
| New Jersey | 182,297 | 74,901,680 |
| New Mexico | 40,624 | 16,691,475 |
| New York | 318,295 | 130,780,157 |
| North Carolina | 130,487 | 53,614,133 |

(Continued)

**PART B (P.L. 94-142) ALLOCATIONS TO THE STATES**
**FISCAL YEAR 1994**
**(SCHOOL YEAR 1993-94)**
**(Continued)**

| STATE | CHILDREN SERVED | ALLOCATION |
|---|---|---|
| North Dakota | 11,942 | 4,906,695 |
| Ohio | 211,365 | 86,845,058 |
| Oklahoma | 69,783 | 28,672,243 |
| Oregon | 53,318 | 21,907,150 |
| Pennsylvania | 186,834 | 76,765,830 |
| Rhode Island | 21,222 | 8,719,636 |
| South Carolina | 79,085 | 32,494,223 |
| South Dakota | 14,899 | 6,121,659 |
| Tennessee | 112,421 | 46,191,225 |
| Texas | 375,121 | 154,128,665 |
| Utah | 49,369 | 20,284,596 |
| Vermont | 9,273 | 3,810,064 |
| Virginia | 124,046 | 50,967,673 |
| Washington | 91,537 | 37,610,466 |
| West Virginia | 43,644 | 17,932,324 |
| Wisconsin | 93,628 | 38,469,610 |
| Wyoming | 11,722 | 4,816,302 |
| Bureau of Indian Affairs | ---- | 25,342,342 |
| Puerto Rico | 30,911 | 12,700,625 |
| American Samoa | ----- | 2,304,814 |
| Guam | ----- | 5,568,393 |
| Marshal Islands | ----- | 1,768,692 |
| Micronesia | ----- | 4,139,227 |
| Northern Marianas | ----- | 1,421,321 |
| Palau | ----- | 649,032 |
| Virgin Islands | ----- | 4,221,664 |

# PRESCHOOL GRANTS

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $325.77 | $339.26 | formula | $367.27 | $750.00 |

(in millions)

## Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, and by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119.

## Purpose

The Preschool Grants program expands the requirement of free appropriate public education (FAPE) to include all eligible preschool children. The program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services, commencing in school year 1991-92. Since 1987 when this expanded program began operating, the number of children served has increased from 260,000 to an estimated 491,000 in school year 1993-94.

## Who Receives Funding

State education agencies (SEAs) are eligible for grants under this program. SEAs must distribute at least 70 percent of the funds to local education agencies (LEAs) and intermediate educational units (IEUs). The remaining 30 percent of the grant is to be used for the planning and development of a comprehensive delivery system (25 percent), and for administrative expenses (5 percent).

### Kinds of Activities Supported

Funds are used to provide the full range and variety of appropriate developmental and other preschool special education programs to children with disabilities three through five years of age. Funds may also be used for such central purposes as comprehensive diagnostic evaluations and for parent training and counseling. Further, funds may be used for children two years of age who will turn three years of age during the school year

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | formula | $247.00 | $251.51 |
| 1991 | formula | $257.70 | $292.77 |
| 1992 | formula | $295.92 | $320.00 |
| 1993 | formula | $320.00 | $325.77 |
| 1994 | formula | $343.75 | $339.26 |

(in millions)

### Fiscal 1995 Funding Considerations

The President has requested $367.3 million for FY 1995 for the Preschool Grants program, an increase of 8.3 percent over the FY 1994 level. The President's request translates to just $748 per child for school year 1995-96, half of the amount authorized per child. The Administration reasons the per child figure is higher by including funds states receive for three- through five-year-old children under Part B of IDEA. Funds received under Part B of IDEA should not be included however, because although children three through five years are counted in determining the federal allocation to each state under Part B, there is no requirement that funds must be spent on this age group. A significant increase in the funding of the Preschool Grants program is necessary to ensure preschool-aged children with disabilities begin school ready to learn.

**CEC Recommendation**

The CEC recommends $750 million for Preschool Grants in FY 1995. In the recent reauthorization (P.L. 102-119) of this program, Congress reaffirmed its support for the Preschool Grants program by changing the authorizing formula from $1,000 to $1,500 per child served. The number of children who are eligible for services continues to grow past estimates given by the U.S. Department of Education. Funds must be appropriated to enable states to serve the increasing population of preschool-aged children with disabilities. The federal government must live up to its funding commitment by allocating sufficient funds to make the authorization promise of $1,500 per child a reality. An appropriation of $750 million would ensure states will be able to provide preschool-aged children with disabilities with the essential education services they need.

**PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

**FISCAL YEAR 1993**
**(SCHOOL YEAR 1993-94)**

| STATE | 3-5 COUNT | TOTAL GRANT |
|---|---|---|
| Alabama | 7,712 | $ 5,695,812 |
| Alaska | 1,490 | 1,100,462 |
| Arizona | 5,941 | 4,387,813 |
| Arkansas | 4,865 | 3,593,118 |
| California | 46,628 | 34,437,799 |
| Colorado | 5,356 | 3,955,753 |
| Connecticut | 6,103 | 4,507,461 |
| Delaware | 1,771 | 1,307,998 |
| Florida | 17,274 | 12,757,968 |
| Georgia | 9,957 | 7,353,890 |
| Hawaii | 900 | 664,708 |
| Idaho | 2,571 | 1,898,850 |
| Illinois | 23,116 | 17,072,663 |
| Indiana | 8,891 | 6,566,579 |
| Iowa | 5,443 | 4,020,008 |
| Kansas | 4,589 | 3,389,274 |
| Kentucky | 12,632 | 9,329,550 |
| Louisiana | 7,946 | 5,868,636 |
| Maine | 2,628 | 1,940,948 |
| Maryland | 7,875 | 5,816,198 |
| Massachusetts | 10,278 | 7,590,969 |
| Michigan | 15,012 | 11,087,334 |
| Minnesota | 9,633 | 7,114,595 |
| Mississippi | 5,018 | 3,706,118 |
| Missouri | 6,148 | 4,540,696 |
| Montana | 1,863 | 1,375,946 |
| Nebraska | 2,953 | 2,180,982 |
| Nevada | 2,310 | 1,706,085 |
| New Hampshire | 1,381 | 1,019,958 |
| New Jersey | 14,978 | 11,062,223 |
| New Mexico | 3,067 | 2,265,178 |
| New York | 32,459 | 23,973,074 |
| North Carolina | 12,704 | 9,382,727 |

(Continued)

**PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

**FISCAL YEAR 1993**
**(SCHOOL YEAR 1993-94) (Continued)**

| STATE | 3-5 COUNT | TOTAL GRANT |
|---|---|---|
| North Dakota | 981 | 724,532 |
| Ohio | 15,608 | 11,527,519 |
| Oklahoma | 5,510 | 4,069,492 |
| Oregon | 4,900 | 3,618,967 |
| Pennsylvania | 15,627 | 11,541,552 |
| Rhode Island | 1,877 | 1,386,286 |
| South Carolina | 8,569 | 6,328,762 |
| South Dakota | 2,260 | 1,669,156 |
| Tennessee | 9,110 | 6,728,325 |
| Texas | 26,416 | 19,509,927 |
| Utah | 3,842 | 2,837,566 |
| Vermont | 936 | 691,297 |
| Virginia | 11,252 | 8,310,331 |
| Washington | 10,631 | 7,851,682 |
| West Virginia | 3,587 | 2,649,232 |
| Wisconsin | 12,174 | 8,991,288 |
| Wyoming | 1,384 | 1,022,174 |
| District of Columbia | 254 | 187,595 |
| Puerto Rico | 4,375 | 3,231,221 |
| American Samoa | 34 | 25,111 |
| Northern Marianas | 15 | 11,078 |
| Guam | 167 | 123,340 |
| Virgin Islands | 76 | 56,131 |
| Marshall Islands | 0 | 0 |
| Micronesia | 0 | 0 |
| Palau | 12 | 8,863 |
| United States Total | 441,089 | 325,772,800 |
| Share per Child | $738.56 | |

# EARLY INTERVENTION PROGRAM

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $213.28 | $253.15 | "such sums" | $325.13 | $376.00 |

(in millions)

## Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as amended by the IDEA Amendments of 1991, P.L. 102-119.

## Purpose

Part H of the Individuals with Disabilities Education Act provides grants to states for early intervention programs for infants and toddlers with disabilities, ages birth through two years. In 1991, Congress reauthorized the program for three years and amended it to include provisions to increase participation of underserved populations and enhance services to the "at-risk" populations.

## Who Receives Funding

All states are eligible to participate on a voluntary basis. Monies under this authority are received and administered by a lead agency appointed by the governor of the state with the participation of a state interagency coordinating council also appointed by the governor. Currently, 41 states/jurisdictions have made the final commitment to full service for the eligible population.

### Kinds of Activities Supported

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of services. Further, funds may be used to provide a free, appropriate public education, under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct program services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve efficient and effective interagency participation within each state.

Early intervention services include, for each eligible child, a multi-disciplinary assessment and a written Individualized Family Service Plan (IFSP) developed by a multidisciplinary team and the parents. Services to be provided must be designed to meet developmental needs.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | "such sums" | $ 72.20 | $ 79.52 |
| 1991 | "such sums" | $ 82.70 | $117.10 |
| 1992 | $220.00 | $128.82 | $175.00 |
| 1993 | "such sums" | $?????? | $342.00 |
| 1994 | "such sums" | $256.28 | $253.15 |

(in millions)

### Fiscal 1995 Funding Consideration

The Administration has requested $325.1 million for the early intervention program. While this appears to be a large increase, the Administration has shifted $34 million from the Chapter 1

State-Operated program (P.L. 89-313) into the Part H program. The net increase to the program is $37.9 million, a 15 percent increase for FY 1995. While the requested amount does represent a significant increase, the funds proposed fall short of addressing the need for services. The estimated number of infants and children eligible for Part H services for FY 1995 is approximately 342,000. At a cost of $1,000 per child, the proposed funding level will mean that states will fall short of the amount needed to fully implement the program.

**CEC Recommendation**

CEC recommends an appropriation of $376 million for FY 1995 for the Early Intervention Program. This includes $342 million ($1,000 for each child) and the $34 million offset from the Chapter 1 State-Operated program. Congress enacted the Early Intervention program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. As more states/jurisdictions fully implement this effective program, the number of children eligible for services has grown, making an increase of funding for the program crucial. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler receives the services she or he needs.

## PART H OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
## FISCAL YEAR 1993 ACTUAL
## (SCHOOL YEAR 1992-1993)

### PART H ALLOCATIONS TO STATE EDUCATIONAL AGENCIES

| STATE | TOTAL ALLOCATION |
|---|---|
| Alabama | $ 3,046,905 |
| Alaska | 1,042,702 |
| Arizona | 3,312,138 |
| Arkansas | 1,736,776 |
| California | 29,207,477 |
| Colorado | 2,642,716 |
| Connecticut | 2,426,424 |
| Delaware | 1,042,702 |
| Florida | 9,650,350 |
| Georgia | 5,417,361 |
| Hawaii | 1,042,702 |
| Idaho | 1,042,702 |
| Illinois | 9,265,029 |
| Indiana | 4,124,608 |
| Iowa | 1,934,501 |
| Kansas | 1,869,241 |
| Kentucky | 2,620,544 |
| Louisiana | 3,458,507 |
| Maine | 1,042,702 |
| Maryland | 3,926,195 |
| Massachusetts | 4,451,846 |
| Michigan | 7,359,225 |
| Minnesota | 3,334,075 |
| Mississippi | 2,078,640 |
| Missouri | 3,808,036 |
| Montana | 1,042,702 |
| Nebraska | 1,191,819 |
| Nevada | 1,082,919 |
| New Hampshire | 1,042,702 |
| New Jersey | 5,884,344 |
| New Mexico | 1,352,764 |

(Continued)

## PART H OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
## FISCAL YEAR 1993 ACTUAL
## (SCHOOL YEAR 1992-1993)

### PART H ALLOCATIONS TO STATE EDUCATIONAL AGENCIES (Continued)

| STATE | TOTAL ALLOCATION |
|---|---|
| New York | $ 14,117,157 |
| North Carolina | 5,011,663 |
| North Dakota | 1,042,702 |
| Ohio | 8,016,235 |
| Oklahoma | 2,344,879 |
| Oregon | 2,121,710 |
| Pennsylvania | 8,210,103 |
| Rhode Island | 1,042,702 |
| South Carolina | 2,796,532 |
| South Dakota | 1,042,702 |
| Tennessee | 3,619,468 |
| Texas | 15,327,041 |
| Utah | 1,778,806 |
| Vermont | 1,042,702 |
| Virginia | 4,789,719 |
| Washington | 3,943,587 |
| West Virginia | 1,098,617 |
| Wisconsin | 3,581,798 |
| Wyoming | 1,042,702 |
| District of Columbia | 1,042,702 |
| Puerto Rico | 3,045,563 |
| American Samoa | 400,457 |
| Northern Marianas | 249,519 |
| Guam | 880,891 |
| Virgin Islands | 522,340 |
| Palau | 79,593 |
| United States | 210,673,244 |
| Secretary of the Interior | 2,606,756 |
| Total | $ 213,280,000 |

Allocations determined by each state's relative count of the total child population birth through two. Because of the differentiated funding formula authorized by the Congress in 1991, this allocation chart is constantly in flux. The reader should seek an update on any given state.

# DEAF-BLIND PROGRAMS AND SERVICES

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $12.83 | $12.83 | $29.20 | $12.83 | $29.20 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part C, Section 622 (20 USC 1422), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

Assist the efforts of state and local educational agencies (SEAs and LEAs) to provide full educational services to children and youth who are both deaf and blind.

For purposes of this part, children who are deaf-blind are those children having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments, or severe disabilities, without supplementary assistance to address their educational needs due to these dual concurrent disabilities.

### Who Receives Funding

Assistance under this program is to be provided to local education agencies, and Part H lead agencies. In addition, public or non-profit private agencies, institutions, or organizations are eligible to apply for grants or enter into cooperative agreements or contracts under this program.

### Kinds of Activities Supported

When initially authorized in 1968, this program utilized a center approach to serve children who are both deaf and blind because of their relatively small numbers, scattered geographic distribution, and need for highly specialized extensive services. Under the 1983 Education of the Handicapped Act Amendments, emphasis was placed on providing programmatic support (i.e., technical assistance, training, and information dissemination) to assist states in meeting their responsibility to furnish children who are deaf-blind a free and appropriate education consistent with P.L. 94-142 as well as serve children and youth with deaf-blindness not required by federal law to be served by the states (i.e., children birth through age three and youth ages 18 through 21 depending upon state law and practice).

Under the 1990 Education of the Handicapped Act Amendments, the Secretary is authorized to make a grant, or enter into a contract or cooperative agreement, for a national clearinghouse for children and youth with deaf-blindness to, among other things (1) identify, coordinate, and disseminate information concerning effective practices in working with deaf-blind infants, toddlers, children and youth, and (2) interact with educators, professional groups, and parents to identify areas for programming, materials development, training, and expansion of specific services.

The program consists of the following components: (1) single and multi-state programs to provide special education and related services; (2) technical assistance to single and multi-state programs for the purposes of program development and expansion; and (3) demonstration and special projects to develop innovative and effective approaches and procedures in areas such as total life planning, vocational/employment skills training and supported work, social and community skills development, communication skills, and education in regular school settings and to expand LEA capabilities to serve children with deaf-

blindness and encourage eventual assumption of funding responsibility by state and local sources.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $17.80 | $19.50 | $14.55 |
| 1991 | $21.90 | $12.85 | $12.85 |
| 1992 | $24.10 | $12.85 | $13.00 |
| 1993 | $26.50 | $13.00 | $12.83 |
| 1994 | $29.20 | $12.83 | $12.83 |

(in millions)

**Fiscal 1995 Funding Considerations**

The Administration requests level funding of this program for FY 1995. Such a freeze would mean that the program would not receive a cost of living increase, thereby restricting funding for new activities and curtailing funding for existing programs.

**CEC Recommendation**

Since this program has had no increase for many years, CEC recommends an appropriation at the authorization level of $29.20 million. This level of funding would provide this program with a well-needed increase, providing resources for carrying out essential program components as well as needed data collection, analysis, and dissemination activities.

# REGIONAL RESOURCE CENTERS (RRCs)

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $7.22 | $7.22 | $11.05 | $7.22 | $11.05 |

(in millions)

## Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 621 (20 USC 1421), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

## Purpose

Assist state educational agencies (SEAs) and, through them, local educational agencies (LEAs) in identifying and solving persistent problems in providing educational services to infants, toddlers, children and youth with disabilities, and in identifying and replicating model programs and practices. The assistance provided must be consistent with the priority needs identified by the state.

## Who Receives Funding

Grants, contracts, and cooperative agreements are awarded, on a competitive basis, to institutions of higher education, private nonprofit organizations, SEAs, or combinations of such agencies and institutions which may include LEAs.

Existing RRCs include:

| | |
|---|---|
| • Northeast RRC (Trinity College, VT) | ME, VT, NH, MA, CT, RI, NY, NJ |
| • Midsouth RRC (University of Kentucky) | MD, DE, VA,WV, DC, KY, TN, NC, SC |
| • South Atlantic RRC (Florida Atlantic University) | GA, AL, FL, MS, PR, VI, NM, TX, OK, AR, LA |
| • Great Lakes Area RRC (Ohio State University) | IL, OH, IN, PA, WI, MN, MI |
| • Mountain Plains RRC (Utah State University) | MT, WY, ND, SD, UT, CO, NE, KS, IA, MO, Bureau of Indian Affairs |
| • Western RRC (University of Oregon) | OR, ID, WA, AK, CA, AZ, NV, HI, GU, Trust Territories, American Samoa, Northern Marianas |

In addition, a Federal Regional Resource Center is in operation at the Academy for Educational Development in Washington, D.C.

**Kinds of Activities Supported**

The RRCs program began in 1969 with four centers to develop and apply the best methods of appraisal and educational programming for students with disabilities.

The current program is designed to include six regional centers and a national technical assistance center, which builds on successful performance of previous assignments by the RRC network, while responding to the changes in the program that were made in the 1990 EHA amendments.

Topical areas, determined through an annual needs assessment, being addressed by the RRCs include: program evaluation, technology, least restrictive environment, secondary and transitional services, policies and procedures/monitoring, early childhood, and parental involvement. In addition, the Centers are addressing new and emerging issues, such as: (1) meeting the needs of a diverse group of students with disabilities; (2) the retention and recruitment of special education personnel; and (3) improving the outcomes for students with disabilities as they make the transition from school to work.

The purpose of the Federal Regional Resource Center (FRRC) authorized in 1986, is to: (1) design and provide technical assistance to the RRCs and OSEP; (2) identify and analyze significant and emerging issues related to technical assistance needs; (3) plan for long-term technical assistance needs-forecasting for the RRC and National Resource Center program; (4) review RRC products as well as OSEP monitoring on persistent problems encountered in administering OSEP formula grant programs; and (5) assist the RRCs with consultant, technical assistance and training on OSEP designated national priorities for technical assistance.

The EHA Amendments of 1990 amended the authority of the FRRC to: (1) provide information to, and training for, agencies and organizations regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements; (2) give priority to provide technical assistance concerning the education of children with disabilities from minority backgrounds; (3) exchange information with other centers addressing the needs of children with disabilities from minority backgrounds; and (4) provide assistance to state education agencies, through the regional resource centers, for the training of hearing officers.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $7.50 | $6.34 | $6.51 |
| 1991 | $8.52 | $6.51 | $6.62 |
| 1992 | $9.30 | $6.62 | $7.00 |
| 1993 | $10.14 | $7.00 | $7.22 |
| 1994 | $11.05 | $7.22 | $7.22 |

(in millions)

**Fiscal 1995 Funding Considerations**

For FY 1995, the Administration's request would maintain this program at the FY 1994 funding level. This level fails to allow for the annual inflation rate. Further, because the number of RRCs was reduced from 12 to 6 in 1982 each Center is now providing services to a larger number of states, which in many instances has dramatically increased the geographic size of the service area.

**CEC Recommendation**

CEC recommends an appropriation of $11.05 million for FY 1995. This would represent a modest increase which would permit each center to offset inflation, as well as provide additional funds to support the National Center.

# PROGRAMS FOR CHILDREN WITH SEVERE DISABILITIES

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $ 9.33 | $ 9.33 | $12.70 | $10.03 | $12.70 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part C, Section 624 (20 USC 1424c), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

The purpose of this program is to assist state and local agencies in providing innovative and effective approaches to the education of students with severe disabilities, many of whom require complex, varied, and often times expensive educational services. Children with severe disabilities include: the seriously emotionally disturbed, autistic, profoundly and severely mentally retarded, and those with two or more disabling conditions, such as persons with mental retardation-blindness and cerebral palsy-deafness. Since its inception, the program has emphasized the funding of practice-stretching activities and the provision of educational services to these children in integrated, least restrictive environments.

### Who Receives Funding

State educational agencies, intermediate, or local educational agencies, institutions of higher education, and other public agencies and nonprofit organizations, are eligible for funding under this program.

### Kinds of Activities Supported

Activities under this program address the special education, related service, early intervention, and integration needs of infants, toddlers, children, and youth with severe disabilities. Such activities include: research to identify and meet the needs of children and youth with severe disabilities; the development or demonstration of new, or improvements in existing, methods or techniques which would contribute to the adjustment and education of such children and youth; the training of special and regular education, related service, and early intervention personnel; the dissemination of information on successful programs; and statewide projects to improve the quality of special education and related services for children and youth with severe disabilities and to change the delivery of services from segregated to integrated environments.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $5.90 | $19.49* | $5.82 |
| 1991 | $9.50 | $5.82 | $7.87 |
| 1992 | $10.50 | $7.87 | $8.00 |
| 1993 | $11.60 | $8.00 | $9.33 |
| 1994 | $12.70 | $9.33 | $9.33 |

(in millions)

* High figure because of proposal to combine with Deaf-Blind Program and Services

### Fiscal 1995 Funding Considerations

The Administration has proposed a small increase for the Programs for Children with Severe Disabilities. While the increase demonstrates an effort to address the ever-growing research and training needs of this service-intensive population, the request is still substantially below the authorized funding level.

### CEC Recommendation

The CEC recommends $12.7 million for FY 1995 for Programs for Children with Severe Disabilities. The increase would allow for a much needed national investment in services for our children with the most severe disabilities. Programs funded under this legislation have proven to be successful in assisting states in creating integrated services for students with severe disabilities. CEC believes that every state, and every student with severe disabilities, should have the opportunity to benefit from this assistance.

# EARLY CHILDHOOD EDUCATION

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $25.17 | $25.17 | $40.71 | $25.17 | $40.71 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part C, Section 623 (20 USC 1423), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, the Education of the Handicapped Act Amendments of 1990, P.L. 101-476, and by the Individuals with Disabilities Education Act Amendments of 1991, P.L. 102-119.

**Purpose**

The purpose of this program is to foster increased and improved services to young children with disabilities and their families, including infants and toddlers who are at risk of developmental delays. The Early Childhood Education program complements both the Preschool Grant program and the Part H Early Intervention program by developing models of best practice for preschool and early intervention programs, and by stimulating statewide program development.

**Who Receives Funding**

Public and private nonprofit organizations are eligible for funding.

### Kinds of Activities Supported

Projects authorized under this program support demonstration, outreach and research activities to address the special needs of children aged birth through eight that have disabilities. The program assists state and local entities in expanding and improving early childhood programs and services. Amendments to the legislation in 1991 expanded activities to include: projects serving children "at risk" of having substantial developmental delays if early intervention services are not provided; improving outreach to low-income, minority, rural and other underserved populations eligible for assistance under Parts B and H; promoting the use of assistive technology devices and services to enhance the development of infants and toddlers with disabilities; addressing the early intervention needs of children exposed prenatally to maternal drug abuse; and changing the delivery of services from segregated to integrated environments.

The program also authorized up to five grants to states to establish statewide systems for the identification, tracking and referral of all categories of children who are at risk of developmental delays.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $27.41 | $23.15 | $23.76 |
| 1991 | $31.40 | $23.76 | $24.20 |
| 1992 | $34.23 | $24.20 | $25.00 |
| 1993 | $37.32 | $25.00 | $25.17 |
| 1994 | $40.71 | $25.17 | $25.17 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration has requested a freeze on funding for the Early Childhood Education program. This would be an actual decrease in funding when taking inflationary costs into account and would mean a frozen appropriation for three successive fiscal years. The lack of new funds continues to impede the implementation of the new initiatives authorized under the 1991 amendments, P.L. 102-119.

### CEC Recommendation

CEC recommends an appropriation of $40.71 million for FY 1995 for the Early Childhood Education program. The current fiscal crisis facing most of the states places the statewide early intervention and preschool programs in jeopardy. These projects are the primary mechanism for providing families, agency administrators, and service providers with information, resources, and technical assistance in early intervention and preschool education. States are particularly in need of assistance in their efforts to serve the growing population of at risk children and to reach traditionally underserved families. As states struggle to serve these families, they are looking to the federal government to uphold its commitment of resources and program supports necessary to maintain early intervention and preschool programs.

# PROGRAMS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $4.15 | $4.15 | $11.50 | $4.15 | $11.50 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part C, Section 627 (20 USC 1426) authorized by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

The purpose of these programs is to provide funds for the research and implementation of projects to improve special education and related service to children and youth with serious emotional disturbance.

**Who Receives Funding**

Institutions of higher education, state and local education agencies, and other appropriate public and private nonprofit institutions or agencies are eligible for grants under this program.

**Kinds of Activities Supported**

Programs for Children and Youth with Serious Emotional Disturbance is a discretionary grant program designed to address the special education needs of children and youth with serious emotional disturbances (SED). In response to the lack of research and demonstration initiatives for this population of students, Congress authorized a range of activities aimed at improving special education including: examining the current

state of special education and related services for children and youth with SED; producing methodologies and curricula designed to improve special education and related services for these children; developing the knowledge, skills and strategies for effective collaboration among special education, related services and other professionals and agencies; and developing and implementing innovative approaches to assist children with problems so as to prevent their developing serious emotional disturbances that require the provision of special education and related services.

The Secretary is also authorized to make grants to LEAs in collaboration with mental health entities to provides services for children and youth with emotional disturbance. These projects include: increasing the availability, access and quality of community services for these children and their families; improving working relationships among relevant professional personnel, families of children, and their advocates; targeting resources to school settings; and taking into account the needs of minority children and youth.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1992 | $8.00 | $1.95 | $4.00 |
| 1993 | $9.50 | $4.00 | $4.15 |
| 1994 | $11.50 | $4.15 | $4.15 |

(in millions)

**Fiscal 1995 Funding Consideration**

The Administration has proposed freezing the Programs for Children and Youth with Serious Emotional Disturbance at the FY 1994 level of $4.15 million, for FY 1995. The budget request is not even half of the authorized funding level for this critical program and ignores the need for special education research and demonstration activities in this crucial area. As public concern

regarding the lack of effective services and treatment for children and youth with emotional and behavioral disorders grows ever greater, the nearly 3 million children with emotional disabilities would benefit from genuine federal support of this program.

**CEC Recommendation**

CEC recommends $11.5 million for Programs for Children and Youth with Serious Emotional Disturbances in FY 1994. Children and youth with serious emotional disturbances are among the most under-served children in special education. These children are at high risk for out-of-school placements in costly residential programs. Strong federal leadership and sufficient funding are required if this population is to catch up and finally receive appropriate special education and related services. An authorization level of $11.5 million will further strengthen this important new initiative.

# POSTSECONDARY EDUCATION PROGRAMS

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $8.84 | $8.84 | $11.93 | $8.84 | $11.93 |

(in millions)

## Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 625 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

## Purpose

The purpose of the Postsecondary Education program is to enable individuals with disabilities to continue their formal education beyond high school and widen the choices of formal preparation available to them. This program supports the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, and adult education for persons with disabilities.

## Who Receives Funding

Contracts and grants are awarded to State educational agencies, institutions of higher education, junior and community colleges, vocation and technical institutions, and other appropriate nonprofit educational agencies. P.L. 99-457 places a priority on programs which coordinate, facilitate, and encourage the education of individuals with disabilities with their non-disabled peers. P.L. 99-457 also requires grantees to coordinate their efforts with the postsecondary clearinghouse authorized under Part D, Section 633 of the IDEA.

**Kinds of Activities Supported**

This program enables individuals with disabilities to continue their formal education beyond high school by supporting the development, operation and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing or adult services for persons with disabilities. Two major activities are supported through this program: (1) four regional postsecondary schools and model demonstration projects of specially adapted or designed programs that coordinate, facilitate, and encourage education of individuals with disabilities alongside their non-disabled peers; and (2) projects focusing on services for individuals with specific learning disabilities in regular postsecondary and vocational educational settings. In addition, the Amendments of 1990 provide for model programs which may include joint projects that coordinate with special education and transition services.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $6.60 | $5.77 | $6.51 |
| 1991 | $9.50 | $6.51 | $8.56 |
| 1992 | $10.23 | $8.56 | $9.00 |
| 1993 | $11.05 | $9.00 | $8.84 |
| 1994 | $11.93 | $8.84 | $8.84 |

(in millions)

**Fiscal 1995 Funding Consideration**

The Administration's request for funding the Postsecondary Education program at the FY 1994 level would not allow for the needed expansion of these programs in order to address the educational needs of individuals with disabilities, and would mean a frozen appropriation for three successive years.

**CEC Recommendation**

CEC recommends $11.9 million for Postsecondary Education program. With the number of students with disabilities who successfully complete the high school program rising in recent years, there is an increase in the number of students with disabilities who are interested in and capable of benefiting from postsecondary education. A variety of appropriate options must be made available to them. Moreover, with the current workplace requiring higher skills it is imperative for the federal government to continue to invest in the necessary training needed to compete in a demanding marketplace. The federal government must increase the funding for these critical programs to enable students with disabilities to continue their education and acquire the necessary skills to compete nationally and internationally.

# SECONDARY EDUCATION AND TRANSITIONAL SERVICES

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $21.97 | $21.97 | $49.65* | $23.97 | $49.65* |

(in millions)

* represents combined Secondary - SEA/VR.

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part C, Section 626 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

The purpose of the Secondary Education and Transitional Services program is to contribute to the development and improvement of programs and services for secondary-aged youth with disabilities, primarily recent high-school graduates, dropouts or those who "age out" of school, to enable them to make a successful transition to adult and working life.

Recognizing the importance of transition services, Congress authorized one time, five year grants to be provided jointly to state education agencies and state vocational rehabilitation (VR) agencies to develop and implement a comprehensive, statewide system of transition services for youth with disabilities (P.L. 101-476). If the state vocational rehabilitation agency chooses not to participate, the grant may be provided to the state education agency (SEA) and one other agency that provides transition services.

### Who Receives Funding

Institutions of higher education, SEAs, other state agencies, LEAs, public and private nonprofit institutions and agencies (including state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) are eligible to apply for grants or contracts.

### Kinds of Activities Supported

Authorized projects may include: development of strategies, techniques, and delivery systems for transition to independent living, vocational training, postsecondary education, and competitive employment; demonstration models; demographic studies relating to transitional services; specially designed vocational programs; research and development projects including dissemination; and cooperative models between educational and adult service agencies.

In FY 1988, two priorities were established to prepare and place youth with severe disabilities in supported work prior to their leaving school and to enhance existing procedures for a follow-up/follow-along system for all completers and leavers of schools. Current efforts include the development of programs to provide job-related training for mainstream youth with learning disabilities and other mild disabilities, and projects to promote and refine student involvement in transition planning.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $8.10 | $7.28 | $7.99 |
| 1991 | $37.30 | $7.99 | $14.64 |
| 1992 | $41.05 | $14.64 | $19.00 |
| 1993 | $45.17 | $19.00 | $21.97 |
| 1994 | $49.65 | $21.97 | $21.97 |

(in millions)

**Fiscal 1995 Funding Considerations**

The Administration's request proposes a $2 million increase for this program above the FY 1994 level. Though a worthy recommendation, this request would not allow for the much-needed full development of the new state agency joint grants authorized in the program.

**CEC Recommendation**

CEC recommends $49.7 million for Secondary Education and Transitional Services in FY 1995. This program addresses the nation's commitment to the education of youth with disabilities at the secondary level. The Secondary Education and Transitional Services program assists youth in their transition to competitive employment, continued training, education, or adult services. The number of youth with disabilities dropping out of school continues to be unacceptably high at 23 percent as we enter the mid-1990s. As these students leave the school environment, they have not been provided with adequate transitional services and training to enable them to function in employment and independent living environments.

P.L. 101-476 requires that transition services be included in the individualized education program (IEP) for all students receiving special education, to occur no later than age 16. To support that requirement, joint grants to the SEA and the state VR agency are available to develop, implement and improve statewide systems to provide transition services for youth with disabilities. All states would be able to obtain grants to provide these necessary services if Congress provided an appropriation at the CEC recommended level. CEC urges the full authorization to be appropriated for this program, namely $13.1 million for the ongoing secondary education program and $36.6 million for the new joint grant transition program.

# INNOVATION AND DEVELOPMENT

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $20.64 | $20.64 | $33.20 | $19.89 | $33.20 |

(in millions)

### Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part E, Sections 641 and 642 (20 USC 1441 and 1442), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as further amended by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

### Purpose

The purposes of this program are to advance knowledge regarding instruction and other interventions for infants, toddlers, children and youth with disabilities and advance the use of knowledge by personnel preparing special education, related services and early intervention services through the research process.

### Who Receives Funding

State and local educational agencies, institutions of higher education, and other public agencies and nonprofit private organizations are eligible to receive grants or enter into contracts or cooperative agreements.

### Kinds of Activities Supported

Under the Education of the Handicapped Act Amendments of 1990 (P.L. 101-476), research and related activities are to be designed to: (1) advance knowledge regarding the provision of instruction; and (2) advance the use of knowledge by personnel

providing special education, early intervention, and related services.

The components of this program include: (1) field initiated research to produce and disseminate new information on the education of children and youth with disabilities and to support student research to encourage special education research among graduate students and motivate students to enter the field of special education research; (2) directed research to support research on educating students with serious emotional problems; learning disabilities in general education; teacher/learner efficiency enhancing instructional options; and to establish research institutes; and (3) special projects to review research and emerging special education issues; and to provide technical assistance to parent and professional organizations.

**Recent Funding History**

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $20.10 | $17.03 | $19.82 |
| 1991 | $27.40 | $19.82 | $20.17 |
| 1992 | $27.40 | $20.17 | $21.00 |
| 1993 | $30.20 | $21.00 | $20.64 |
| 1994 | $33.20 | $20.64 | $20.64 |

(in millions)

**Fiscal 1995 Funding Considerations**

Reduced funding is proposed even though two programs have been recently initiated: the ombudsperson model demonstration program and the centers to organize and disseminate information pertaining to children with attention deficit disorder.

Further, as the issues regarding the education of students with disabilities shift from access to education to the quality of the education provided, it becomes increasingly imperative that there be a continual investment in research and innovation activities

that can assist practitioners in improving the quality of the services they provide to children. Research in special education is significantly federally impacted. State and local governmental as well as private resources for this purpose are minimal and are becoming even more limited. The existence and quality of a community of researchers is directly related to the availability of federal resources to support such research. The relatively small numbers of children with disabilities and their unique needs makes the development of new materials commercially unattractive without governmental support.

The Federal government spends nearly $3 billion on education and early intervention for children with disabilities. It is estimated that state and local education and other agencies spend ten times that amount. Thus, the investment in knowledge production for improved practice is less than one percent of the expenditure for services.

**CEC Recommendation**

CEC recommends an appropriation of $33.20 million which would represent a critically needed increase. It is well known that states, localities, and the private sector do not view national research activities as a priority for their dwindling resources. This program is essential for the program development and improvement of the education of children with disabilities by providing new knowledge as well as developing new or improved approaches and products. Further, this program has funded projects to do research on the impact of educating students with disabilities in inclusive education settings which provides information important to ensuring that all students are included in meeting the national education goals.

# SPECIAL EDUCATION TECHNOLOGY

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $10.86 | $10.86 | $15.00 | $10.36 | $15.00 |

(in millions)

## Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part G, as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457; and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476. While this program is relatively new as an independent authority, it had a long history under IDEA, Part F.

## Purpose

The purpose of the special education technology program is to support the development and advance the use of technology, media, and materials in the education of students with disabilities and early intervention for infants and toddlers. Goals include 1) enhancing the availability of appropriate technology; 2) improving the quality of technology based materials and programs; and 3) encouraging the appropriate use of media, materials, and technology in special education.

## Who Receives Funding

Institutions of higher education, state and local educational agencies, or other appropriate agencies and organizations may receive grants, contracts, or participate in cooperative agreements.

### Kinds of Activities Supported

This program supports projects and centers for the purposes of: (1) determining how technology, media, and materials are being used in the education of students with disabilities and how they can be used more effectively; (2) designing and adapting new technology, media, and materials to improve the education of students with disabilities; (3) assisting the public and private sectors in the development and marketing of new technology, media, and materials for the education of students with disabilities; (4) disseminating information on the availability and use of new technology, media, and materials for the education of children with disabilities; and (5) increasing access to and use of assistive technology devices and services.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $11.03 | $4.73 | $5.42 |
| 1991 | $11.90 | $5.42 | $5.59 |
| 1992 | $12.86 | $5.59 | $10.00 |
| 1993 | $13.89 | $10.00 | $10.86 |
| 1994 | $15.00 | $10.86 | $10.86 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration has requested funding the special education technology program at a lower level in FY 1995 than was appropriated in FY 1994. Reduced funding of this program will hinder any possibility of growth and expansion of this critical program. This is a program where a modest federal investment can make a substantial difference in the lives of children with disabilities.

**CEC Recommendation**

CEC recommends $15 million for FY 1995 for the special education technology program. In P.L. 99-457, the Congress responded to significant evidence that greater federal attention needed to be directed to improving the use of new technologies in program for children with disabilities. Congress continued its support of this important program last year by appropriating an increase of funds. CEC believes Congress is on the right track and should continue to support this program. By investing in special education technology, we can significantly improve the quality of special education and early intervention children with disabilities are receiving.

# EDUCATIONAL MEDIA AND CAPTIONING SERVICES

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $17.89 | $18.64 | $26.60 | $17.64 | $26.60 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part F, Sections 652 and 653 (20 USC 1452 and 1453), as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

Produce and distribute educational materials for students with disabilities, their parents, educators, and employers. This program began in 1958 when Congress authorized a program to produce and lend captioned films to deaf persons and was late expanded to include media services for all persons with disabilities. P.L. 101-476 places an emphasis on improving the general welfare of individuals with visual impairments by (1) bringing to them an appreciation of textbooks, films, etc., that play an important part in the advancement of persons who are visually impaired; and (2) ensuring access to television programming and other video materials.

**Who Receives Funding**

The Secretary may enter into grants, contracts, or cooperative agreements with profit and nonprofit public and private agencies, organizations and institutions to carry out the purposes of this part. The National Theatre of the Deaf is the only specified recipient.

### Kinds of Activities Supported

The focus of this program is to evaluate, select, caption, and distribute captioned films for the deaf as well as support closed captioning services for television news, movies, and other programs. In addition, this program provides ongoing support for: (1) the evaluation, selection, captioning and distribution of captioned films for persons who are deaf; (2) the recording and distribution of textbooks for students who are blind or print disabled; (3) the promotion of increased access to the television medium through the closed captioning of news, movies, and other programs; and (4) the National Theatre of the Deaf, Inc.

The 1990 Amendments increased the focus of this program on the utilization of educational media to eliminate illiteracy among individuals with disabilities. To support this focus, the Secretary is now authorized to make a grant for the purpose of providing current, free textbooks and other educational publications and materials to students who are blind or other print-disabled through the medium of transcribed tapes and cassettes.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $16.54 | $13.40 | $15.19 |
| 1991 | $20.01 | $15.19 | $16.42 |
| 1992 | $22.01 | $16.42 | $17.00 |
| 1993 | $24.20 | $17.00 | $17.89 |
| 1994 | $26.60 | $17.89 | $18.64 |

(in millions)

### Fiscal 1995 Funding Considerations

This important program still has not recovered from a nearly $8 million reduction (39.4 percent) in actual appropriations consequent to the heavy cutting in the federal domestic budget the Congress in FY 1981 and 1982 appropriations. The Congress expressed its concern about adequate funding by providing modest

increases, and, more recently, in P.L. 99-457 by establishing the captioning program as a discrete authority.

This year's Administration request, which would reduce funding to below the FY 1994 level, not only does not account for inflationary costs, but would not allow for any possibility of growth and expansion of this program.

**CEC Recommendation**

CEC recommends an appropriation of $26.60 million for this program in order to both recoup the loss in actual appropriations since FY 1980 as well as to allow satisfactory upward adjustment for inflation over the same period and to permit concerted activity on the illiteracy initiative. In addition, with the Americans with Disability Act taking effect, renewed attention and focus must be paid to provide equal access for all Americans.

# SPECIAL EDUCATION PERSONNEL DEVELOPMENT

## Appropriations

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $90.12 | $91.34 | pending | $89.59 | $123.76 |

(in millions)

### Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Part D, Sections 631 and 632 (20 USC 1431 and 1432), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

### Purpose

The special education personnel development program (Part D of the Individuals with Disabilities Education Act) is designed to address the need for qualified special education personnel. The program authorizes grants for three main purposes: the preparation of qualified special education, related services, and early intervention professionals; the continuing education of practicing special education, related services and early intervention personnel; and the training and support of parents of children with disabilities.

### Who Receives Funding

At least 65 percent of the funds appropriated are available for grants to institutions of higher education, state education agencies (SEAs), other appropriate nonprofit agencies, and private nonprofit organizations. Individuals may also receive financial aid indirectly through a recipient institution. Ten percent of the funds appropriated are for distribution to SEAs on

a noncompetitive basis and is used primarily for the purpose of inservice training of practicing personnel.

A separate authorization is included for grants to private nonprofit organizations for training and information to parents. Such organizations must be governed by parents, serve parents covering the full range of disabling conditions, and demonstrate necessary expertise. The program also includes an independent authorization for grants to Historically Black Colleges and Universities (HBCUs), and other institutions of higher education whose minority enrollment is greater than 25 percent, in an attempt to attract ethnically diverse populations into the special education field.

A new authorization is included for grants to states or entities to support the formation of consortia or partnerships of public and private entities for the purpose of providing opportunities for career advancement and/or competency-based training for current workers at public or private agencies that provide services to infants, toddlers, children and youth with disabilities.

**Kinds of Activities Supported**

Training priorities for this program include: (1) personnel preparing for special education careers; (2) special education leadership personnel; (3) related services personnel in educational settings; (4) personnel to provide services to infants and toddlers including early intervention services; (5) preparation of transition personnel; (6) personnel to work in rural areas; (7) special projects to develop and disseminate new training approaches, emphasizing model development for in-service training; (8) support to state educational agencies; (9) parent organization projects to train parents of children with disabilities to participate more effectively in meeting the educational needs of their children; (1) personnel from minority groups and personnel with disabilities; and (11) personnel in the provision of special education to children of limited English proficiency.

## Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $79.00 | $67.09 | $71.00 |
| 1991 | $94.72 | $71.00 | $69.29 |
| 1992 | $103.25 | $69.29 | $89.80 |
| 1993 | $113.58 | $89.80 | $90.12 |
| 1994 | $123.76 | $90.12 | $91.34 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration proposes a cut of $1.8 million, or 1.9 percent, for a total of $89.6 million for FY 1995. The Administration's request will not address the shortage for qualified special education personnel.

According to the Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), states reported a need for more than 27,000 additional special education teachers during the 1990-91 school year. Every child with a disability should be educated in a school staffed by capable, well-prepared, and adequately compensated professionals. Unfortunately, there continues to be an escalating shortage of qualified special education and related services personnel and a reduced capacity of institutions of higher education to prepare all educators for teaching students with disabilities. Such shortages of personnel severely impact the ability to deliver special education and related services to children and youth with disabilities. The shortage of special education providers must be addressed to ensure children with disabilities are receiving the services they need.

### CEC Recommendation

CEC recommends an appropriation of $123.76 million for FY 1995 for the Special Education Personnel Development program. Unless a major campaign to recruit, prepare, and retain special education, early intervention, and related services personnel is

intensified, the future capability of the national to education children with disabilities is seriously threatened.

CEC also recommends for FY 1995 an appropriation of $25.62 million for the grants to HBCUs and $17.60 million for the parent training authorization. CEC feels strongly that efforts to increase the representation of persons of culturally and linguistically diverse backgrounds into the special education field should be supported.

# CLEARINGHOUSES

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $2.16 | $2.16 | $2.96 | $2.16 | $2.96 |

(in millions)

**Authorizing Provision**

Individuals with Disabilities Education Act (IDEA), Part D, Section 633 (20 USC 1433), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

P.L. 101-476 refined the purpose of this program to: (1) collect, develop, and disseminate information; (2) provide technical assistance; (3) conduct coordinated outreach activities; (4) provide for the coordination and networking with other relevant national, state, and local organizations and information and referral resources; (5) respond to information requests; and (6) provide for the synthesis of information for its effective utilization by parents, professionals, individuals with disabilities, and other interested parties. Projects supported under this program provide parents, professionals and others with information on issues pertaining to the education of infants, toddlers, children and youth with disabilities, and on career opportunities in special education and related services as well as information on adult, continuing and vocational education.

### Who Receives Funding

Contracts and grants are awarded on a competitive basis to public agencies or private nonprofit organizations or institutions.

### Kinds of Activities Supported

Currently, three clearinghouses exist: (1) the National Information Center for Children and Youth with Disabilities disseminates information and provides technical assistance to parents, professionals, and others about federal programs for individuals with disabilities, including strategies for disseminating information to under-represented groups such as those with limited English proficiency; (2) the National Clearinghouse on Higher Education and Adult Training for People with Disabilities provides information on programs and services available to individuals with disabilities in postsecondary education settings as well as information on the characteristics of individuals entering and participating in postsecondary education or training; and (3) the National Clearinghouse for Professions in Special Education collects and disseminates information on personnel needs in the education of children and youth with disabilities; provides information on career opportunities in special education and related services and on personnel training programs; and provides assistance to institutions of higher education to meet state and professionally recognized standards.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $1.48 | $1.13 | $1.48 |
| 1991 | $2.90 | $1.48 | $1.52 |
| 1992 | $2.46 | $1.52 | $2.00 |
| 1993 | $2.71 | $2.00 | $2.16 |
| 1994 | $2.96 | $2.16 | $2.16 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration's request would maintain the FY 1994 level of support. This level would not keep pace with the cost of inflation. All three of the clearinghouses have suffered a reduction in actual budget because of the appropriation situation during recent years.

### CEC Recommendation

CEC recommends an appropriation of $2.96 million for FY 1995, in view of the pressing need (articulated in both House and Senate reauthorization reports in 1990) to improve the dissemination of valuable existing information about children and youth with disabilities as well as about career opportunities in special education. Further, because of the continued rise in the number of children receiving special education services and the diversity of the school-age population, there is a growing need to provide information to parents and to package that information in a format which is understandable. The proposed sum represents the minimum amount necessary to continue current services, in addition to enhancing outreach, technical assistance, and dissemination activities.

# EVALUATION AND PROGRAM INFORMATION

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $3.86 | $3.86 | $12.00 | $4.36 | $12.00 |

(in millions)

**Authorizing Provision**

The Individuals with Disabilities Education Act (IDEA), Section 618 (20 USC 1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

**Purpose**

The purpose of the Evaluation and Program Information program is to conduct activities to assess progress in the implementation of IDEA and the impact and effectiveness of state and local efforts to provide a free appropriate public education (FAPE) and early intervention services to children with disabilities. The program also provides information relevant to policy making and to improving program management, administration, delivery and effectiveness at the federal, state and local levels.

**Who Receives Funding**

Public and private agencies and organizations, including institutions of higher education and state educational agencies (SEAs) are eligible to compete for grants, contracts, or cooperative agreements.

### Kinds of Activities Supported

Projects authorized under this program include (a) the identification of implementation issues and information needed by state and local agencies to improve special education and early intervention services; (b) activities to gather information necessary to achieve program and system improvements; (c) projects that organize, synthesize and integrate knowledge from diverse sources and make it accessible to and usable for program improvements; and (d) preparation of an annual report to Congress on the progress being made in implementing the Act.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | $4.20 | $3.59 | $3.54 |
| 1991 | $12.00 | $3.54 | $3.90 |
| 1992 | "such sums" | $3.90 | $4.00 |
| 1993 | "such sums" | $4.00 | $3.86 |
| 1994 | "such sums" | $3.86 | $3.86 |

(in millions)

### Fiscal 1995 Funding Considerations

The Administration has requested an increase of $0.5 million over the FY 1994 level for the Evaluation and Program Information program. With such a small increase in funding, virtually none of the program improvement activities authorized in the 1990 IDEA Amendments can be initiated. These activities included investments in policy related studies and in other activities that would support state and local efforts to improve programs and would speed the transfer of new knowledge to educators, parents, policy makers, and others charged with assuring equal educational opportunities to children with disabilities.

## CEC Recommendation

CEC recommends $12 million for this program in FY 1995. A substantial federal investment needs to be made to assist states in identifying, designing and implementing program and system improvements that will result in better outcomes for infants, toddlers, children and youth with disabilities. The Evaluation and Program Information program is critical in supporting the innovations necessary to design the best programs for meeting the needs of children with disabilities in the school and community.

# CHAPTER 1

(P.L. 89-313)

# CHILDREN WITH DISABILITIES IN STATE OPERATED AND SUPPORTED SCHOOLS

**Appropriations**

| FY 1993 | FY 1994 | FY 1995 Authorization | Administration FY 1995 Request | CEC FY 1995 Recommendation |
|---|---|---|---|---|
| $126.39 | $116.88 | formula | (divided in Parts B & H) | $0 |

(in millions)

**Authorizing Provision**

The Hawkins-Stafford School Improvement Amendments of 1988, P.L. 100-297, Chapter 1, Part D, Subpart 2 (formerly, Title I, Elementary and Secondary Education Act of 1965, P.L. 89-10, as amended by P.L. 89-313 and P.L. 93-380).

**Purpose**

The purpose of the state operated program (P.L. 89-313) is to provide financial assistance to state agencies for programs to meet the early intervention and special educational needs of children and youth with disabilities in state operated and state supported facilities. Funds may also be provided to local educational agencies (LEA) under certain conditions to serve children with disabilities who have transferred from state programs and are now enrolled in an LEA.

**Who Receives Funding**

State agencies are eligible to participate in this program if it can be documented that they are directly responsible for providing a free appropriate public education for children with disabilities. LEAs are eligible if it can be documented that they are providing an appropriate special education program to children who were formerly enrolled and counted in average daily attendance by an eligible state agency. Funds are provided on a

formula of 40 percent of the state average per pupil expenditure times the number of children served in the previous year.

### Kinds of Activities Supported

This program is designed to expand and improve special education and related services to children and youth with disabilities currently or previously educated in state operated or state supported programs. Among the critical services provided under this program are teacher consultant services to provide appropriate assessment and evaluation, and technology assistance and job coaching for students making a transition from a residential placement.

### Recent Funding History

| Fiscal Year | Authorized | Administration's Request | Appropriated |
|---|---|---|---|
| 1990 | formula | $148.20 | $146.39 |
| 1991 | formula | $146.39 | $148.86 |
| 1992 | formula | $125.66 | $143.00 |
| 1993 | formula | $128.70 | $126.39 |
| 1994 | formula | $113.76 | $116.88 |

(in millions)

### Fiscal 1995 Funding Considerations

The President is requesting the P.L. 89-313 program be merged with Parts B and H of IDEA. The Administration has taken the FY 1994 funding level for the program and has proposed splitting the funds between the Parts B and H. Under this proposal, $34 million would go into Part H and $82.9 million would be absorbed into Part B. It will be important to monitor the consolidation of these two programs to ensure that the overall funding level will not be cut.

**CEC Recommendation**

CEC recommends Congress continue to show the line item offset of the P.L. 89-313 program to monitor the overall funding level of the two programs during the consolidation. Furthermore, children currently served under P.L. 89-313 must continue to receive the services to which they are entitled.

## HAWKINS-STAFFORD ELEMENTARY AND SECONDARY SCHOOL IMPROVEMENT AMENDMENTS OF 1988 (FORMERLY REFERRED TO AS THE P.L. 89-313 PROGRAM) ALLOCATIONS TO STATE AGENCIES FOR CHILDREN WITH DISABILITIES IN STATE OPERATED AND SUPPORTED SCHOOLS**

(SCHOOL YEAR 1993-94)

| STATE | CHILDREN SERVED | ALLOCATION |
|---|---|---|
| National Totals | 292,465 | $ 126,393,696 |
| Alabama | 1,914 | 631,296 |
| Alaska | 3,422 | 1,693,021 |
| Arizona | 1,751 | 594,186 |
| Arkansas | 3,597 | 1,186,401 |
| California | 4,245 | 1,519,768 |
| Colorado | 3,950 | 1,566,912 |
| Connecticut | 4,831 | 2,390,118 |
| Delaware | 2,555 | 1,203,731 |
| District of Columbia | 4,753 | 2,351,528 |
| Florida | 11,082 | 4,477,931 |
| Georgia | 2,414 | 848,819 |
| Hawaii | 1,037 | 426,080 |
| Idaho | 1,188 | 391,839 |
| Illinois | 56,364 | 24,421,649 |
| Indiana | 8,496 | 3,276,474 |
| Iowa | 1,374 | 508,217 |
| Kansas | 2,995 | 1,148,308 |
| Kentucky | 2,680 | 910,991 |
| Louisiana | 4,478 | 1,476,982 |
| Maine | 1,072 | 468,306 |
| Maryland | 4,776 | 2,362,907 |
| Massachusetts | 24,279 | 12,011,939 |
| Michigan | 15,397 | 7,151,727 |
| Minnesota | 2,769 | 1,134,043 |
| Mississippi | 844 | 278,377 |
| Missouri | 3,220 | 1,884,871 |
| Montana | 490 | 199,459 |
| Nebraska | 876 | 325,761 |
| Nevada | 672 | 245,549 |
| New Hampshire | 1,901 | 856,646 |
| New Jersey | 6,306 | 3,119,868 |

| | | |
|---|---|---|
| New Mexico | 302 | 99,609 |
| New York | 17,756 | 8,784.711 |
| North Carolina | 2,374 | 833,572 |
| North Dakota | 890 | 293,549 |
| Ohio | 5,380 | 2,184,179 |
| Oklahoma | 1,820 | 600,292 |
| Oregon | 11,136 | 4,966,453 |
| Pennsylvania | 23,040 | 11,398,949 |
| Rhode Island | 1,238 | 612,496 |
| South Carolina | 1,795 | 596,604 |
| South Dakota | 637 | 210,102 |
| Tennessee | 2,811 | 927,154 |
| Texas | 14,992 | 5,190,669 |
| Utah | 2,626 | 866,135 |
| Vermont | 1,721 | 851,458 |
| Virginia | 3,921 | 1,511,479 |
| Washington | 4,889 | 1,911,810 |
| West Virginia | 1,701 | 657,683 |
| Wisconsin | 6,429 | 3,005,403 |
| Wyoming | 508 | 229,383 |
| Puerto Rico | 0 | 0 |
| Guam | 178 | 67,080 |
| American Samoa | 36 | 11,874 |
| Northern Marianas | 204 | 81,754 |
| Virgin Islands | 149 | 70,309 |
| Trust Territory (Palau) | 204 | 67,285 |